

Assessment Rubric

Content/Skills

3 (Yes)	2 (Somewhat)	1 (No)
The assessment process clearly identifies what students should know, understand and/or be able to do	The assessment process somewhat or at times identifies what students should know, understand and/or be able to do	The assessment does a poor job of identifying what students should know, understand or be able to do
There is a strong link between the content and skills identified above to the task and performance criteria	There is some linkages between the content and skills identified above to the task and performance criteria	The content and skills identified do not match up to the task and/or performance criteria

Performance Criteria

3 (Yes)	2 (Somewhat)	1 (No)
The assessment clearly identifies how students will demonstrate understanding of identified content and skills and is appropriate for the type of product students are creating.	Assessment criteria of how students will demonstrate understanding of content and skills may be too general or parts are unclear and may be somewhat appropriate for the type of product students are creating.	The assessment criteria of how students will demonstrate understanding of content and skills and may not be appropriate for the type of product students are creating.
Students, peers or experts are involved in the assessment process (i.e. helping design the criteria, peer review etc.)	Students are given the assessment criteria for doing the task	Students are not given the assessment criteria prior to doing the task

Appendix C

Performance Task		
3 (Yes)	2 (Somewhat)	1 (No)
The performance task is representative of what a student knows or is able to do	The performance task allows some opportunities for students to demonstrate what they know or are able to do	The task allows limited opportunities for students to demonstrate what they know or are able to do
Students are expected to interpret, analyze, synthesize, or evaluate information, rather than merely reproduce information	There is some expectation for students to interpret, analyze, synthesize, or evaluate information, rather than merely to reproduce information	There is very little or no expectation for students to interpret, analyze, synthesize, or evaluate information. The dominant expectation is for students to retrieve or reproduce fragments of knowledge or to repeatedly apply previously learned algorithms and procedures.
The task requires the students to show his/her solution, path, AND to explain the solution path with evidence such as models or examples.	The task or its parts can be answered with only one or two sentences, clauses or phrasal fragments that complete a thought. Students might be asked to show some work to give some examples, but this is not emphasized and not much detail is requested.	Short answer or multiple choice exercises.
Success in the task clearly requires understanding of concepts, ideas, or theories central to the discipline.	Success in the task seems to require understanding of concepts, ideas or theories central in the discipline, but the task does not make these very explicit.	Success in the task can be achieved with a very superficial (or even without) understanding of concepts, ideas, or theories central to the discipline
The question, issue, or problem clearly resembles one that students have encountered or are likely to encounter in their lives. The task asks students to connect the topic to experiences, observations, feelings, or situations significant to their lives.	The task bears some resemblance to a question, issue or problem that students have encountered or are likely to encounter in their lives, but the connections are not immediately apparent. The task offers the opportunity for students to connect the topic to experiences, observations, feelings, or situations significant to their lives, but does not explicitly call for them to do so.	The task has virtually no resemblance to questions, issues or problems that students have encountered or are likely to encounter in their lives. The task offers very minimal or no opportunity for students to connect the topic to experiences, observations, feelings, or situations significant in their lives.
The performance task: <ul style="list-style-type: none"> Has content that is equally familiar and acceptable, and appropriate for students in a small group Tap knowledge and skills all students have had adequate time to acquire in class 	The performance task may have some factors that might get in the way of student ability to demonstrate what they know and can do	The performance task: <ul style="list-style-type: none"> Has unfamiliar or inappropriate content for students Students have not had adequate time to acquire the knowledge and skills being assessed

Appendix C

3 (Yes)	2 (Somewhat)	1 (No)
<ul style="list-style-type: none"> Are free of possible cultural, ethnic or gender stereotypes Are as free as possible of language barriers 		<ul style="list-style-type: none"> Has cultural ethnic or gender stereotypes Has some language barriers

Assessment Value

3 (Yes)	2 (Somewhat)	1 (No)
The information from the assessment will be useful in informing instruction	The information from the assessment will be somewhat useful in informing instruction	The assessment will not provide information that will be helpful in informing instruction

Resources used in the creation of this rubric include:

A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring. Madison, WI Center for Education Research. Newmann, F.M., Secada, W.G., & Wehlage, G.G. (1995).

Bryk, Anthony S. Nagaoka, Jenny K. and Newmann, Fred M. *Authentic Intellectual Work and Standardized Tests: Conflict of Coexistence?* Consortium on Chicago School Research, January 2002.

How to Critique an Assessment." ToolKit98. 2001. Northwest Educational Regional Laboratory. 18 May 2006
<<http://www.nwrel.org/assessment/toolkit98/Act3-6.html>>.

Wiggins & McTigues' Understanding by Design Association for Supervision & Curriculum Development; 2nd Expand edition (March 30, 2005)